SYG 2430 SOCIOLOGY OF MARRIAGE & THE FAMILY

COURSE INSTRUCTOR

Instructor Izzy Hernandez

ih16c@my.fsu.edu
Emails will typically be responded to within 24 to 48 hours (excluding weekends)
Office Hours: By Appointment
Zoom & Skype Available

Fall 2020 @ Florida State University
ONLINE

TEACHER’S ASSISTANT/ONLINE MENTOR

Ploy Methakitwarun   sm20io@my.fsu.edu
Office hours: TBA

Please use his email to contact him with any questions or concerns you may have about the course, technical issues, lateness/excuses, etc.
COURSE MATERIALS


2) Families as They Really Are 2009 (Barbara Risman: ISBN: 978-0-393-93278-2)

** Other required reading materials, PowerPoint lectures, and films will be posted to the Canvas course site under “Modules” in the appropriate week.

Welcome to Sociology of Marriage & the Family!

The paradox of education is precisely this – that as one begins to become conscious, one begins to examine the society in which he is being educated. ~James Baldwin, Social Theorist

COURSE DESCRIPTION

Sociology involves rethinking “common sense”; it involves a re-examination of our society and a reconsideration of our assumptions about basic social dynamics. The sociology of the family course provides an opportunity to look at something familiar (the family) in a new way. We will focus on the family as a social institution – a set of structured social arrangements for meeting certain human needs – and we will examine the larger social forces that shape those structures. The course will utilize a comparative approach to studying families in order to emphasize their diversity across time and space and will pay particular attention to the ways that US society impacts the family in different ways. This course will emphasize how what we think of personal struggles are really actually apart of broader social problems. The class relies heavily upon application of sociological concepts and theories to students’ own social world. By the end of the semester, the goal is for you to be able to place your everyday experiences of marriage and families in a larger social, cultural, and historical context.

COURSE OBJECTIVES

1. Students will learn to think critically about how family shapes social life at both individual and structural levels.

2. Students will learn to understand that problems that we think of as individual problems are actually the results of social forces and are apart of larger societal patterns.
3. Students will gain awareness of the causes of social inequalities within the family experience. Specifically, students will learn how systems of privilege organize around gender, race, class, and sexual orientation structure family life.

4. Students will be able to read and evaluate scholarly research on gender and family.

5. Students will display effective communication skills in writing.

6. Students will be able to apply their sociological education to everyday life.

**STUDENT’S ROLE**

Each course reading is subject to appearing on quizzes and exams; not completing the reading materials will put you at a disadvantage. The PowerPoints and discussions are supplements to the readings and not a replacement for the readings. It is also important to engage with the readings. For example, one of many various ways to engage with the readings is by thinking about how the reading material applies to your life experiences. For some students, this serves to make the sociological concepts more relevant and easier to remember. To put it simply, if you hope to do well in this class, you have to be an active participant in your education. It is also your responsibility to regularly check emails, keep up with the course schedule, and ensure to ask questions if you need extra explanations on particular concepts.

**INSTRUCTOR’S ROLE**

As the instructor, I am responsible for creating a safe, interesting, and hopefully fun learning environment for all students. I will help students learn the course material by providing activities, artistic expressions (i.e. media), discussion topics, and individualized attention when needed. I want you to leave this course excited and motivated to apply the lessons of sociology to the family experience.

As an instructor, I am not responsible for telling you “what to study for the test.” I will not go over every piece of information that you will need to know for the assignments. You should consider me an educational trainer pushing you to reach the high expectations that I have for you in this class. As such, I will provide you with weekly study guides to help facilitate your studying.

**HELP DESK & CONTACT INFORMATION**

*If you are having difficulty with Canvas or accessing materials via Canvas, contact the Canvas help desk:*

**Help Desk Hours & Contact Information**

**Hours:** Monday - Friday, 8am - 5pm (EST)

**Email:** help@fsu.edu (this generates a ticket)
Your grade for the course will be based on the total number of points you earn out of 200 possible points. The assignments are as follows:

### FIRST DAY

**Completion of “Online Survey” on Canvas**

You must complete the Online Survey before Midnight on **Wednesday, August 26th** to satisfy the “first day attendance” policy. If you fail to do so, you will be dropped from the course. Your first task after you finish reading this syllabus should be to complete the brief survey, which is a brief survey posted in the **Modules** section of the course under ‘Week One.’

### QUIZZES

Five open-book quizzes, each consisting of 10 questions (25 points total)

Each of the five quizzes is worth up to 5 points (5 quizzes; 5 points each). These timed (30 minutes), multiple-choice quizzes will be posted in weekly modules on Monday of a quiz week throughout the semester (exact dates are provided in the course schedule, located at the end of the syllabus). The quizzes are open-book and will be completed online. You will be able to find the answers to these quizzes in the assigned readings, online material, and films. In order to help you prepare for these quizzes, I have provided reading, film, and PowerPoint questions for each week. These questions will help you identify the important ideas and concepts in the course material, which will help prepare you for the course exams as well. You will have a seven-day window (Monday to Sunday) to take each quiz. You may take the quiz an unlimited number of times while the quiz window is open. The highest score of all attempts is recorded as your quiz score.

The quizzes must be completed by the assigned Sunday at 11:59pm

### DISCUSSIONS

One group discussion via Canvas Discussions (25 points total)

The discussion is worth up to 20 points (1 discussion; 20 points. 1 reply; 5 points). On one occasion in the semester, a discussion topic will be posted on Monday in the discussion board in Canvas. The class will be divided into several groups, and you will participate in a
discussion with other members of your group. Each student will be expected to post at least a
300 word initial response to the discussion topic as well as one original 200 word reply to
another student’s post by Sunday at 11:59 pm, on the specified date in the course
calendar. Based on the quality of your two posts, you can earn a possible 20 points for your
contributions to the group discussion. No credit will be given for late postings on the
discussion board or for “flaming” and other inappropriate responses. Please take discussions
and your contribution to them seriously. Since we do not meet in a classroom, discussions are
important for our critical thinking and intellectual growth. You will not receive full credit
for simply posting the appropriate number of words.

**One group research reflection discussion (20 points total)**

The research reflection discussion is worth up to 15 points (1 research reflection discussion; 15 points. 1 reply to a student 5 points). After conducting research for your paper (see below), you will be expected to post at least a 300 word reflection on the interview process and one reply to a student by Sunday at 11:59 pm on the specified date in the course calendar. The same stipulations noted in the above section on ‘Canvas Discussions’ apply here.

**Discussions must be completed by the assigned Sunday at 11:59 pm**

**RESEARCH PAPER**

**Research Paper (70 points total)**

This paper requires you to conduct research and integrate course material as well as outside scholarly sources into your analysis. The research paper is broken down into three parts in order to assist you in conducting your research and writing the paper.

- **Part 1:** Submit a completed work-life calendar and fact sheet based on information obtained from your interview respondent (15 points)
- **Part 2:** Data summary – submission of 300 to 500 word description of the interview, in which you also introduce the topic of your final paper, a topic related to work-family balance, conflict or interaction (20 points)
- **Part 3:** Final paper is a complete paper on the selected topic related to work-family balance, conflict, or interaction that references the work-family interview and two other scholarly sources (NOTE: Do not use blogs, Wikipedia or other online encyclopedia sources such as answer.com in this assignment. These are not scholarly sources). (35 points)

*The detailed instructions for the paper parts will be provided in the corresponding weekly modules.*
You will need to submit your work to Turnitin by 11:59 pm on the day the assignment is due. Students agree that by taking this course the required assignments they hand in will be submitted to Turnitin for review. All submitted papers will be checked for originality, become source documents in the Turnitin database, and used for the purpose of detecting plagiarism in papers submitted in the future. Use of the Turnitin service is subject to the terms of the use agreement posted on the Turnitin website.

Be Sure That Your Software Is Compatible With The Turnitin Program Prior To The Due Date.

You will find the Turnitin link in the corresponding weekly modules. Be sure to CONFIRM your submission. If you do not confirm the submission, the paper will not submit. Print or screen shot your confirmation sheet, which verifies that you successfully uploaded your paper. This is very important because I have no way of verifying your attempts to turn in a paper and unsuccessful attempts will not be graded.

To be clear, navigating to the submission page does not “prove” that you submitted a paper (only that you went to the page) – nor does the creation of a document “prove” you wrote the paper before the deadline. In short, there are NO exceptions to my late policy! If you are having issues with the technology, reach out to us prior to the deadline.

To use this feature:
1. Click the modules tab in the course’s Canvas site.
2. Locate the appropriate weekly module.
3. Click the appropriate paper title.
4. You will then need to load the link in a new window. Scroll to the bottom of the assignment page and you will see a link prompting you to ‘load the assignment in a new window.’ The turnitin submission form will open.
5. Click the browse button to locate the file you want to submit. Be sure to name your paper.
6. Click ‘submit’ to upload the selected file to Turnitin.
7. Be sure to confirm your submission once it has uploaded.
8. You will get a confirmation, which verifies that you successfully uploaded your paper. This is very important because I have no way of verifying your attempts to turn in a paper and unsuccessful attempts will not be accepted (see above).

Again, be sure to keep copies of your papers and your confirmation sheets for your records.

The paper parts must be completed by the assigned Sunday at 11:59 pm.

EXAMS
Two 120-minute exams consisting of essay questions (60 points total)

Throughout the course of the semester you will take two essay-based exams that are worth 30 points each, totaling to 60 points. The two exams will cover material from the text, films, PowerPoint lectures, and reading material posted on Canvas. The exams are open-note and taken online via Canvas. The exams do require more than just regurgitation of the sociological concepts so reading and viewing all course material will help you to prepare for this type of application. The 1st exam is scheduled for Tuesday, October 13, 2020 and will be available to students from 7:00 a.m. to 11:59 p.m. The 2nd exam is open from Monday (12/7) at 7 am until Wednesday (12/9) at 11:59 pm.

Once you begin taking the exam, you must complete it within two hours. The exams must be taken during the scheduled windows. No exceptions.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>25pts (5@5pts each)</td>
<td>12.5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>25pts (1@25pts each)</td>
<td>12.5%</td>
</tr>
<tr>
<td>Reflection on Research</td>
<td>20pts (1@20pts each)</td>
<td>10%</td>
</tr>
<tr>
<td>Independent Research</td>
<td>70pts (1@15pts 1@20pts 1@35pts)</td>
<td>35%</td>
</tr>
<tr>
<td>Exams</td>
<td>60pts (2@30pts each)</td>
<td>30%</td>
</tr>
</tbody>
</table>

In order to calculate your grade, I will divide your total points earned in the course by the number of possible points (200). This will result in a percentage grade. Percentage grades will be converted to letter grades using the following scale:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Total Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>185-200</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>179-184</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>173-178</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>165-172</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>159-164</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>155-158</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>143-154</td>
<td>72-77%</td>
</tr>
<tr>
<td>C-</td>
<td>139-142</td>
<td>70-71%</td>
</tr>
<tr>
<td>D+</td>
<td>133-138</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>125-132</td>
<td>63-66%</td>
</tr>
</tbody>
</table>
THE VIRTUAL CLASSROOM

Courtesy in the Virtual Classroom During the semester we will discuss a range of topics as they relate to media and they may stimulate strong feelings and heated debate. While I encourage diverse opinions, all discussion postings and the reflection paper need to be scholarly in their content. Scholarly comments are: Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion/thinking about issues related to the course and/or course material rather than personal beliefs; are delivered in normal “tones” and a non-aggressive manner. Failure to abide by these principles can result in academic penalties ranging from a lowered grade, temporary removal from discussion boards, to failing the course.

WORK POLICY

Work Policy: Students must take the exams (and complete other assignments) during the times indicated on the syllabus. A make-up exam is only permitted in extraordinary circumstances and with the appropriate documentation. Note: papers handed in between 11:01pm and 11:59pm are considered late and will not be accepted. If there is a canvas issue – you need to email the instructor or your assigned mentor the assignment or the paper before the time that the assignment is due and have a photo record and proof from canvas that your account was not working. Canvas issues will then be considered and provided the circumstances; your assignment may be accepted. Also, keep a paper and electronic copy of everything you hand in until you receive your course grade.

You are expected to ensure that your computer and Internet connection are functioning properly prior to exams or other online exercises (these are not excused). If necessary, please seek technical assistance from ITS or other online resources listed under the Canvas help icon.

Note: Missing work is not sufficient reason for a grade of Incomplete (I). An incomplete will not be given except under extreme circumstances at the instructor’s discretion. Note that College of Social Sciences and Public Policy guidelines require that students seeking an “I” must be passing the course.
E-MAIL POLICY

E-mail Policy: Students must use a FSU e-mail address for course correspondence. E-mails should include the following information: 1) the course name, 2) who you are addressing ("Hey" is not an appropriate greeting), 3) the question, and 4) your name.

REMEMBER: E-mail is professional communication and becomes part of your student record.

Each student will be assigned an online mentor during the second week of class. Students should contact mentors first with questions and concerns related to the course.

ACADEMIC HONOR CODE

Academic Honor Code: The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge, which reads “I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times.” The Florida State University Academic Honor Policy, found at (http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy) Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor’s discretion, and may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy.

CHEATING AND PLAGIARISM

Cheating and Plagiarism: The Provost and legal counsel of Florida State University warn us that any uses of others' copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. If you use a string of three or more exact words from another source, you must place the words in quotes and cite the author, year and page number. Be a stickler about citing; cite more rather than less; cite early rather than late. Do NOT appropriate the concepts, phrases, or ideas of other people without giving them credit. THIS INCLUDES COURSE EXAMS. If you do so, you risk getting into legal trouble. Any form of academic dishonesty, including plagiarism, will result in a "zero" for that particular assignment or possibly an "F" for the course and may be reported to the University Judicial Office. Cheating and plagiarism will not be tolerated.
Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- You commit patchwork plagiarism by overusing quotations – 25% or more of your paper. This is the most common form of plagiarism. Make good use of turnitin.com, which shows you whether/how much of your work is from others.

Academic integrity violations, including plagiarism, will be taken very seriously. Read the Plagiarism Primer included in this syllabus. It is your responsibility to understand how to avoid plagiarism. If after reading the Plagiarism Primer, you are still unsure as to what constitutes a violation of academic integrity, please email me as soon as possible.

I have and I will report all suspicions of plagiarism and cheating, even minor cases.

ACCESSIBILITY & INCLUSION

Accessibility: If you require some special assistance, please let me know within the first week of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring (or email) a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/
Except for changes that substantially affect implementation of the evaluation (grading) statements, this syllabus is a guide for the course and is subject to change with advance notice. I will discuss changes to the syllabus by announcing and posting changes via canvas. But, keep in mind; it is your responsibility to keep up-to-date on class events and requirements. All course assignments and texts with due dates are listed below in the course calendar. To be successful in this course, be sure to complete all required assignments and quizzes/exams by the due date.

Enjoy the course!

PS…

Here’s more about PLAGIARISM!

Plagiarism is a form of cheating that constitutes the academic equivalent of theft. A student who plagiarizes a paper is no different from one who looks at a fellow student’s answer during an exam or who copies homework answers from a classmate.

**Exactly What IS Plagiarism?**
The definition below is adapted from FSU’s guide on Plagiarism:
Plagiarism is the representation of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes or parenthetical citations that lead to complete references at the end of the paper...On written assignments, verbatim statements from other sources must be enclosed by quotation marks or set off from regular text as indented block quotes, and full credit must be given via citation. Failure to follow these guidelines constitutes plagiarism (Florida State University, 2019).

Even if all sources in the paper are properly quoted, paraphrased, cited and referenced, the following actions still constitute plagiarism:
- Copying an entire paper or sections of a paper from internet sites providing pre-written assignments, either for purchase or for free
- Copying sections from Internet sources and inserting them into an assignment, unless the source is clearly cited (see the example above)
- Borrowing or stealing a paper written by someone else for a current or previous course
- Hiring someone else to complete an assignment and then putting your name on it
- Submitting an assignment completed by someone else, for any reason
- Completing an assignment for someone else for that person to turn in as their own
Types of Plagiarism
In *The Art of Public Speaking* Stephen E. Lucas (2004) identifies three distinct types of plagiarism:

- **Global plagiarism**: stealing an entire paper word-for-word from another source and passes it off as his or her own. Lucas calls this “the most blatant—and unforgivable—kind of plagiarism” and refers to it as “grossly unethical” (p. 43).
- **Patchwork plagiarism**: copying sections of a paper word-for-word from several sources and then fitting them together into a whole paper. Lucas describes this as “essentially a cut-and-paste job of ideas and words that are not your own” (p. 45). This is cheating.
- **Incremental plagiarism**: failing to give credit for specific parts or “increments” of the paper that were borrowed from other sources. A fair amount of plagiarism among college students falls into this category. You will save yourself a lot of trouble if you remember that any time you quote or paraphrase a source, you are obliged to credit the original source.

Does That Mean I Should Include a Citation for Every Single Fact in My Paper?
No, it doesn’t. Citation is not required for information that is considered common knowledge. Common knowledge has been defined as “facts, dates, events, information, and concepts that belong generally to an educated public. No one owns the facts about history, physics, social behavior, geography, current events, popular culture, and so on” (Hairston and Ruszkiewicz 1993: 614).

Regarding common knowledge...

Here’s an example:
*John F. Kennedy was elected President of the United States in 1960.*

This information is considered general knowledge; it is not necessary to document this fact. However, facts not generally known and ideas or opinions that interpret facts must always be cited.

Here’s a second example:
*According to the American Family Leave Coalition’s new book, Family Issues and Congress, President Bush’s relationship with Congress has hindered family leave legislation (p. 6).*

This idea that Bush’s “relationship with Congress has hindered family leave legislation” is not a fact. It is an opinion; as such the source of this opinion must be cited.

How Can I Avoid Plagiarism?
Students tend to run into problems with plagiarism when they fail to quote sources properly.
When you use someone else’s words, you quote that person. Any use of someone else’s exact words must be placed inside quotation marks or indented in a block quote. The source of the quote must be clearly documented with a citation in the text (including page number of the quote in the original) and a full reference of the source in either a footnote or a references page at the end of the paper. **Failure to cite a direct quote, both in the text and in a reference page (or footnote) is plagiarism.**

Let’s look at an example of correct documentation.

**Here is an original source:**

*Buddhadasa’s conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity.* –Peter Jackson, *Buddhadasa: A Buddhist Thinker for the Modern World*, p. 200.

**Here is how a student direct cited this source when used in a paper:**

*Jackson (1988) wrote, “Buddhadasa’s conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity” (p. 200).*

**Here is how a student indirectly cited this source when used in a paper:**

*My research is interested in how different religions conceptualize the meaning of work. Buddhists conceptualize work as an integration of social and spiritual activities, which Buddhadasa considers to be a manifestation of human beings’ control of their own spiritual progression (Jackson 1988).*

**Note:** Both direct and indirect quotations are acceptable and proper. Direct quotations are needed if the verbatim quote is succinct and central to your analysis. **However, you will want to rely more on indirect quotes in classroom settings where the instructor is familiar with the material and is more interested in your ability to utilize the material to help make your point.**

**To avoid plagiarism when quoting a source, you must do four things:**

- Accurately quote the original author’s words (that is, be sure you have not changed any words or left out words without using ellipses—the three periods that indicate missing text)
- Enclose the quotation within quotation marks or indent the quotation into a block quote
- Follow each direct quotation with a citation of the page number, like this: (p. 200)
- Provide a full reference of all citations either in a references page at the end of the
Students also often encounter problems when they fail to paraphrase sources properly. Whenever you use someone else's ideas but put them into your own words you are paraphrasing that source. Although the words are yours, the ideas come from another source—that is, you did not think of them on your own—and that source must be documented with an in-text citation in parentheses and a reference in the bibliography at the end of the paper. Failure to do so is plagiarism.

Let’s look at an example of correct paraphrasing and citation.

The following is the original source:

*If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.* – Flora Davis, *Eloquent Animals: A Study in Animal Communication*, p. 26.

**Here is how a student correctly paraphrased and cited the original:**

*According to Flora Davis (1988), linguists and animal behaviorists were unprepared for the news that an ape could communicate with its trainers through sign language* (p. 26).

**To avoid plagiarism when paraphrasing you must do three things:**

- Create a distinct sentence structure that is appreciably different from the original work (paraphrasing does not mean merely changing a couple of words from the original text)
- Check the paraphrasing carefully against the original text, making sure the same words or phrases have not been used inadvertently
- Acknowledge the source through correct in-text citation and a reference in the bibliography

**Providing References**

*Purdue University (2006) cautions students to cite a source whenever they do any of the following:*

- Use quotation marks around another person's exact words, whether spoken or written
- Use another person's words as the basis for their own words (paraphrasing)
- Build their ideas around another person's ideas, opinions, or theories
- Refer to facts, statistics, graphs, or information not considered common knowledge

**Plagiarism and the Internet**

Florida State University recognizes that the Internet has made plagiarism easier for students
who would rather take the easy way out or who don’t know any better. The FSU website acknowledges that the web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources.

The rule is simple: If you would cite material taken from a book, journal, or other source, you must cite the same material when it is taken from an Internet source. Selecting vast sections of text from one or more websites, pasting them into a document, and then slapping a title and your name on the top is beyond a doubt plagiarism—and the worst kind, global plagiarism. It is also extremely easy for professors to catch. Don’t take the risk.

What Will Happen to Me If I Plagiarize and Get Caught?
See the statement given the course policies section of the syllabus! For more information see http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy

(In other words – Just don’t do it!)

Additional References Utilized in the Primer & For Your Use:


September 28, 2006, from http://libweb.uoregon.edu/guides/plagiarism/students